

# FIELD TRIP PLANNING SHEET

## DON EDWARDS SAN FRANCISCO BAY NATIONAL WILDLIFE REFUGE ENVIRONMENTAL EDUCATION CENTER

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Alviso, CA 95002  
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This sheet must be received at the refuge two weeks prior to your visit.

YOUR NAME(S): \_\_\_\_\_  
\_\_\_\_\_  
PHONE NUMBER: \_\_\_\_\_  
SCHOOL/ORGANIZATION: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

DATE OF VISIT: \_\_\_\_\_  
TIME ARRIVING: \_\_\_\_\_  
TIME LEAVING: \_\_\_\_\_  
NO. OF STUDENTS: \_\_\_\_\_  
NO. OF ADULTS: \_\_\_\_\_  
GRADE LEVEL: \_\_\_\_\_

MEANS OF TRANSPORTATION: \_\_\_\_\_

NAMES OF ALL TEACHERS AND LEADERS WHO ATTENDED AN ORIENTATION: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THEME: State the theme of your field trip:

OBJECTIVE: Please state what your group will have learned from this visit:

CLASSROOM ACTIVITIES: If you have done or will be doing any classroom activities with your students, please list them here:

STAFF ASSISTANCE: A staff member will be available to lead the opening and closing activities and the first rotation of one learning station. If you would like help with a first rotation, please indicate the learning station here: \_\_\_\_\_

### LEARNING STATION ACTIVITIES AND EQUIPMENT:

- Choose learning station activities for your group.
- Check off the activities you have chosen on the following 2 pages.
- The equipment listed for each activity will be counted and ready when you arrive.
- BEFORE LEAVING, CLEAN AND COUNT ALL EQUIPMENT.
- The replacement of lost or broken items is the group's responsibility.

## **HABITAT STUDIES**

### ☐ **MUD CREATURE STUDY (K-6)**

- 12 glass petri dishes
  - 12 hand lenses
  - 12 plastic microscope slides
  - 12 microspatulas
  - 12 eyedroppers
  - 12 tripod magnifiers
  - 12 placemats with mud ID
  - 1 four-layered sieve set
  - 1 plastic tub
  - 1 dish of mud and trowel
  - 1 pitcher of slough water
  - 1 bucket of slough water
  - 4 containers of slough water
  - 2 large microscopes
  - 6 student microscopes
  - 1 mud creature flannel banner
  - 1 set of ID cards
  - 1 mud creature ID book
  - 1 mudflat food pyramid poster
- PROVIDED BY EDUCATOR**  
copies of data sheets and pencils  
(1 per student)

### ☐ **WETLANDS WATER CAFE (K-6)**

- 12 glass petri dishes
  - 12 plastic microscope slides
  - 12 eyedroppers
  - 12 hand lenses
  - 12 tripod magnifiers
  - 4 large glass dishes
  - 2 large microscopes
  - 6 student microscopes
  - 1 sample of slough water
  - 4 dipping containers
  - 12 placemats with slough ID
  - 1 set of food chain cards
  - 1 food web display
- PROVIDED BY EDUCATOR**  
copies of data sheets and pencils  
(1 per student)

### ☐ **BUTTERFLY GARDEN (K-2)**

### ☐ **BUTTERFLY GARDEN (3-6)**

- 1 artificial flower
- 1 green "chrysalis" bag
- 1 plastic egg with sock caterpillar
- 1 plastic colored butterfly

- 6 native plant labels
- 12 carpet squares
- 1 monarch metamorphosis display and 1 life cycle poster
- 1 poster of spider, mammal, butterfly, reptile (K-2)
- 6 eggs with pictures of butterflies (K-2)
- 1 set of flower, bird, and people pictures (3-6)
- 6 butterfly and native plant picture/ description cards (3-6)
- 6 tape measures (3-6)
- 6 clipboards (3-6)

**PROVIDED BY EDUCATOR**  
copies of data sheets and pencils  
(1 per student) (3-6 only)

### ☐ **WHAT'S IN A HABITAT? (K-6)**

- 5 habitat clue cards
- 12 binoculars
- 1 poster on binocular use
- 2 bird identification charts
- 20 animal and plant pictures on wooden discs
- a habitat mural wall

### ☐ **HABITAT COMPARISON WALK (K-6)**

- 12 binoculars (3-6)
  - 1 bird identification book
  - 1 plant identification book
  - 12 clipboards
  - 1 tidal slough poster
  - 1 aquatic life poster
  - 1 plant display
- PROVIDED BY EDUCATOR**  
copies of data sheets and pencils  
(1 per student)

## **ENDANGERED SPECIES STUDIES**

### ☐ **NEW CHICAGO MARSH WALK (3-6)**

- 1 "Discovery Box" with natural objects from the marsh
- 1 plant identification book
- 1 salt marsh plant book
- 1 set of 6 footsteps
- 1 plant display salt marsh plants
- 1 container of salt
- 1 salt crystal sample
- 12 clipboards

**PROVIDED BY EDUCATOR**  
copies of data sheet and pencils  
(1 per student)

### ☐ **SALT MARSH DISCOVERIES (K-2)**

- 1 "Discovery Box" with natural objects from the marsh
- 1 large boundary rope
- 12 hand lenses
- 4 bug boxes
- 4 soil thermometer
- 1 scat display
- 1 salt marsh plant book
- 1 bird identification card
- 2 discovery scopes
- 1 set of 4 marsh footsteps
- 1 salt marsh plant display
- 1 key to Salty' Home
- 1 picture of "Salty"

### ☐ **SALT MARSH MINI-EXPEDITION (3-6)**

- 6 sets of 2 hand lenses,
  - 1 soil thermometer, 1 rope loop
  - 6 clipboards
  - 1 scat display
  - 1 salt marsh plant book
  - 1 bird identification card
  - 1 Key to Salty's Home
  - 1 animal track display
- PROVIDED BY EDUCATOR**  
copies of data sheets and pencils  
(1 per student)

### ☐ **WHERE HAVE ALL THE WETLANDS GONE? (3-6)**

- 1 long boundary rope
- 4 bags of food pieces
- 12 small fabric bags (stomachs) with animal role cards (attached)
- 1 wetland loss poster
- 1 food chart poster
- 5 animal clue cards

## **THE BAY BEGINS AT YOUR FRONT DOOR**

### ☐ **DON'T LET POLLUTION LEAVE HOME (K-6)**

- 1 sink and storm drain model
- 1 set of pollution products, and pollution (beans)
- 1 food pyramid poster
- 1 set of food pyramid puppets
- 1 story book (K-2)

## **BIRDS AND MIGRATION STUDIES**

### ☐ **BIRDS: CHOMPERS AND STOMPERS \*** (K-2)

- 1 Annie the Avocet storyboard
- 1 mounted beaks and feet
- 1 set of bird pictures
- 1 set of visuals of different bird adaptations
- 1 set of beaks and feet question cards

### ☐ **WHAT'S FOR DINNER? \*** (2-6)

- 2 bird posters
- 4 tweezers
- 4 eyedroppers
- 4 tongs
- 4 spoons
- 12 "stomachs"
- 1 set of "food" & "habitats"
- 5 habitat clue cards with photos

### ☐ **FEET, BEAKS, AND EATS\*** (2-6)

- 1 set mounted beaks and feet
- 1 set of bird pictures
- 1 set of question cards
- 2 bird posters
- 4 tweezers

- 4 eyedroppers
- 4 tongs
- 4 spoons
- 12 "stomachs,"
- 1 set of "food" & "habitats"
- 5 habitat clue cards with photos

### ☐ **WHO DID THE OWL EAT? (K-6)**

- 1 set of visuals describing beaks and feet adaptations
  - 12 quartered petri dishes
  - 12 tweezers
  - 12 hand lenses
  - 12 bone id placemats
  - 3 posters: food web, vole skeleton, bone identification
  - 1 taxidermy owl parts: head, wing, feet
  - 1 pellet display
  - 1 bone display
  - 1 owl call player
- PROVIDED BY EDUCATOR**  
owl pellets (1 per 2 students)  
plastic bags to take home  
bones (1 per student)

### ☐ **WETLAND MIGRATION SENSATION (3-6)**

- 2 sets of 6 bases (wintering, wetland habitats and nesting habitats)
  - 12 binoculars
  - 1 bird id chart
  - 4 sets of food chain cards
  - 1 food pyramid poster
  - 12 clipboards
- PROVIDED BY EDUCATOR**  
Data sheets and pencils (1 per student)

### ☐ **DYNAMITE DUCKS DEPARTING (K-3)**

- 1 Storybook "Mallards on the Move."
- 1 Discovery Box
- 1 set of duck decoys
- 12 arm band (the costumes)
- 1 duck specimen
- 3 migration stopover locations
- 12 rug squares to be used as nests

***\*Educators please note: Only choose 1 of these activities for your field trip***

## **LUNCH**

Glass, aluminum, paper, and plastic recycling is required. Please bring 2 trash bags to collect recyclable and non-recyclable lunch trash separately; please dispose of each bag in the appropriate dumpster (Recycling is available on site).

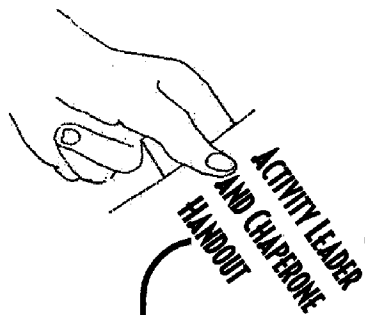
## **CLEAN-UP PROCEDURES**

Clean up occurs after the last rotation, during the closing activity.

1. \_\_\_\_ Wash indoor lab equipment in the sinks and air dry on the counters.
2. \_\_\_\_ Sponge off counters, tables, and seat.
3. \_\_\_\_ Sweep classrooms.
4. \_\_\_\_ Wipe off binoculars and all microscopes.
5. \_\_\_\_ Rinse outdoor equipment, including muddy nets and buckets with the hose down the steps of the back deck, and to the right.
6. \_\_\_\_ Empty all remaining liquid from aluminum cans and glass bottles; rinse and crush cans.
7. \_\_\_\_ Count all equipment, referring to the equipment checkout list.

## **LOST EQUIPMENT POLICY**

Teachers and group leaders are responsible for equipment that is lost or broken during the field trip. The class may decide what to do about the missing equipment. Suggest that the class raise money to pay for replacements and donate the money to the environmental education program. This solution provides for replacing lost equipment and helps teach children about responsibility.



# FIELD TRIP SCHEDULE

## ESTIMATED TIME SCHEDULE

**Opening Activity (30 minutes)**  
(circle one:)

*Wetland Round-Up Slide Show (2-6)*

*Salty and Cali Puppet Show (K-4)*

ACTIVITY \_\_\_\_\_  
LOCATION \_\_\_\_\_  
LEADER \_\_\_\_\_



ACTIVITY \_\_\_\_\_  
LOCATION \_\_\_\_\_  
LEADER \_\_\_\_\_



ACTIVITY \_\_\_\_\_  
LOCATION \_\_\_\_\_  
LEADER \_\_\_\_\_



ACTIVITY \_\_\_\_\_  
LOCATION \_\_\_\_\_  
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ACTIVITY \_\_\_\_\_  
LOCATION \_\_\_\_\_  
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LOCATION \_\_\_\_\_  
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ACTIVITY \_\_\_\_\_  
LOCATION \_\_\_\_\_  
LEADER \_\_\_\_\_



ACTIVITY \_\_\_\_\_  
LOCATION \_\_\_\_\_  
LEADER \_\_\_\_\_



## ESTIMATED TIME SCHEDULE

\_\_\_\_\_ Depart from School  
\_\_\_\_\_ Arrive at Refuge  
\_\_\_\_\_ Opening Activity/  
\_\_\_\_\_ Adult Briefing  
\_\_\_\_\_ Learning Station #1  
\_\_\_\_\_ Learning Station #2  
\_\_\_\_\_ Learning Station #3  
\_\_\_\_\_ Learning Station #4  
\_\_\_\_\_ Learning Station #5  
\_\_\_\_\_ Learning Station #6  
\_\_\_\_\_ Learning Station #7  
\_\_\_\_\_ Learning Station #8  
\_\_\_\_\_ Closing Activity/  
\_\_\_\_\_ Clean Up  
\_\_\_\_\_ Depart from Refuge  
\_\_\_\_\_ Arrive at School

Lunch

## Closing Activity (circle one or more)

*The Lorax (K-6)*

*Kids By the Bay (K-5)*

*Salty's Search for a Habitat (K-3)*

*Question & Answer (K-6)*

*Secrets of the Bay (4-6)*

*Before I'm Gone (K-6)*

*Habitat Flannel Banner (K-6)*

*Super Citizen (K-6)*

**MAKE SURE CHAPERONES HAVE THE NAMETAG THAT CORRESPONDS TO THE GROUP THEY ARE LEADING TO THE ACTIVITY STATIONS.**